

Texas Education Agency Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; transform: rotate(90deg);"> Received Texas Education Agency 2014 MAY 13 PM 3:28 Document Control Center </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal Information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name			County-District #		Campus name/#		Amendment #
Avinger ISD			034902		Avinger School		
Vendor ID #		ESC Region #		US Congressional District #		DUNS #055630131	
		8		4		055630131	
Mailing address					City		State
245 Connor Street					Avinger		TX
					ZIP Code		75630
Primary Contact							
First name		M.I.	Last name			Title	
Jacquelyn		R	Smith			Superintendent	
Telephone #		Email address				FAX #	
903-562-1355		jsmith@avingerisd.net				903-562-1271	
Secondary Contact							
First name		M.I.	Last name			Title	
Tim			Phy			Technology Coord.	
Telephone #		Email address				FAX #	
903-562-1355		tphy@avingerisd.net				903-562-1271	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jacquelyn	R	Smith	Superintendent
Telephone #	Email address		FAX #
903-562-1355	jsmith@avingerisd.net		903-562-1271

Signature (blue ink preferred)

Date signed

5/12/2014

Only the legally responsible party may sign this application.

701-14-107-200

Schedule #1—General Information (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 034902	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
<p>Avinger ISD is applying for the TLPG so we will have funds to purchase the remaining devices to have a 1:1 ratio of lending devices and in order to begin providing internet services at home for the programs we have/are establishing that require internet access to be more effective. We have an increasing, high number of economically disadvantaged students (from 77% in 2011-2012 to 89% in 2013-2014) that will be served with this grant. This grant will benefit this population by allowing them to use technology with internet access that provides programs to expand their knowledge by having access to remediation programs with a live tutor, having access to programs with a live tutor that are above the TEKS in their grade level, and by providing meaningful, engaging digital curriculums that spark interest while instructing to all learning styles. Although all subjects will benefit from having devices and internet access, we are focusing on improving math and science as they are goals voted upon by our school board.</p> <p>To build the TGLP budget, we looked at what monies, devices, and programs we have and what we need to have in order to meet our educational goals. We determined that pooling local resources with this grant money would result in some of our long-term goals being immediately met instead of hopefully coming to fruition in a few years. We determined to spend the money provided from this grant solely on devices (and whatever needed to keep those devices functioning) and internet services. We do not have enough IMA money to purchase the devices or digital curriculums, so we will spend local money on digital curriculums.</p> <p>We have developed a team that consists of the superintendent, technology coordinator, and the teachers involved to determine our needs assessment processes, its efficacy, and when and how the process needs to be updated and changed. The superintendent and technology director will be the two responsible facilitators that make sure this is a continual process with all parties clearly communicate.</p> <p>Technology has been a priority for the last four years as school board set that as a goal in 2011. We already have a lending program in upper grades and some technology in lower grades so we already have established communications and processes to ensure the consistent, high-quality management of our plan. We have a check-in/check-out system that is documented. We have developed the appropriate forms for reporting problems. At a minimum, leaders discuss technology with others on a weekly basis. We have two employees that closely monitor programs needs and success.</p> <p>We already are managing our current lending program. Supervisors will remain the same. Our teachers involved will be trained in procedures and processes of how to collect documentation. They will also be reminded how to report problems (as it's the same process as any tech problem). Supervisors will inquire weekly how things are going and keep track of problems occurring. Any changes needed will be made with applicable team member and supervisor(s).</p> <p>We plan to evaluate our programs for success in academics by administering and tracking tests. In math, pre-test and post-test will be administered and tracked whenever a new concept is taught. In science, a post-test will be given at the end of units to show mastery of taught material.</p> <p>Our grant proposal meets the statutory requirements listed in the program guidelines. All employees of Avinger ISD have been fingerprinted. Our lending program started in 2012. We focused lending devices to use in science in grades 7-12. Teachers in other classes/subjects also used the devices in their classrooms. This year, we are adopting Houghton-Mifflin Harcourt science and math curriculum. Our IMA money is insufficient to purchase all materials needed in print for this series and all other series used in grades K-12. We estimate the district cost to purchase the digital curriculum and remaining printed materials to be at least \$10,000 in local funds. We will use this grant money to buy remaining devices needed and internet services to use with the digital curriculum and other programs such as Think Through Math, Spell City, etc and about 80 personal hotspots for students use.</p> <p>Since we have a lending program established all we need to do to meet the TEA program requirements, as listed on pages 12 and 13 of the Program Guidelines, is modify and expand our existing program. Our lending program is aligned with the Avinger ISD's mission statement and the school board set goals as mentioned in a previous paragraph. We are one campus. Our teacher training began in 2012 and will continue as needed or desired. We already have the infrastructure and tech support needed. Verizon is working with us to train us on how to set up filters for the internet accessed at homes of our students. Our technology coordinator has processes for inventory and check-in/check-out of devices. Although we have some digital curriculum, we will expand into lower grades in science and add math digital curriculum as explained in the rest of this grant. We will modify our Technology Lending Program to add internet access. We are developing a way to verify students receiving the internet access at home have mastered their grade level Digital Citizenship. This will be developed by the beginning of the 2014-2015 school year. Two resources of value while we are establishing a way to verify are Digital Passport published by Commonsense Media and Budd'e Cybersecurity</p>	

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Avinger ISD is committed to the goal of this grant. We actually began building our infrastructure in the 2010-2011 school year (before the TLPG was established). We added a full time staff member dedicated to technology at the beginning of the 2013-2014 school year. Our board has agreed to dedicate as much money as possible to technology in all our future budgets. We plan to investigate and consider other ways of funding like grants and E-rate to continue internet services.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$80,000	\$0	\$80,000	
Schedule #9	Supplies and Materials (6300)	6300	\$20,000	\$0	\$20,000	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$ 0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$100,000	\$0	\$100,000	
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000	

Administrative Cost Calculation

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	0× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$0
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Internet services		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: to provide internet services at homes of students		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions: 0	\$0
	Contractor's subgrants, subcontracts, subcontracted services	\$0
	Contractor's supplies and materials	\$0
	Contractor's other operating costs	\$0
	Contractor's capital outlay (allowable for subgrants only)	\$0
Total budget:		\$0

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 034902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 034902

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
6	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$0
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
7	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$0
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
8	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$80,000	
(Sum of lines a, b, c, and d) Grand total		\$80,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 034902				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$	
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	iPad 4	Provide technology devices	40	\$15,960	\$15,960	
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:						\$	
Remaining 6300—Supplies and materials that do not require specific approval:						\$4,040	
Grand total:						\$20,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #10—Other Operating Costs (6400)					
County-District Number or Vendor ID: 034902			Amendment number (for amendments only):		
Expense Item Description				Grant Amount Budgeted	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:			\$	
	<input type="checkbox"/>	ESC-owned vehicle usage	<input type="checkbox"/>		Other:
	<input type="checkbox"/>	Insurance	<input type="checkbox"/>		Other:
6411	Out-of-state travel for employees (includes registration fees)			\$	
	Specify purpose:				
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.			\$	
	Specify purpose:				
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)			\$	
	Specify purpose:				
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations			\$	
	Specify purpose:				
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees			\$	
	Specify purpose:				
6429	Actual losses that could have been covered by permissible insurance			\$	
6490	Indemnification compensation for loss or damage			\$	
6490	Advisory council/committee travel or other expenses			\$	
6499	Membership dues in civic or community organizations (not allowable for university applicants)			\$	
	Specify name and purpose of organization:				
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)			\$	
	Specify purpose:				
Subtotal other operating costs requiring specific approval:				\$	
Remaining 6400—Other operating costs that do not require specific approval:				\$	
Grand total:				\$0	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 034902			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			146	
Category	Number	Percentage	Category	Percentage
African American	21	N/A	Attendance rate	95%
Hispanic	10	N/A	Annual dropout rate (Gr 9-12)	2.4%
White	115	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	130	89%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	0	0%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

These numbers are not exact but close.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public				10	12	11	7	10	11	8	13	11	17	9	119
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are one campus grades K-12 therefore no prioritization of campuses was needed.

We currently have 110 devices to lend. We need 40 more in order to have a one to one student device ration.

Currently, grades 7-12 have lended devices but we provide no internet services. An informal survey shows that 46 high school students out of 69 have no internet services. This allows them to use technology at home to use digital books and produce projects. If the students had internet services they could use digital, online curriculums, access information needed, and communicate when needed.

We have no lending devices for our elementary students therefore we need more devices and internet services. We conducted a survey to see which students grades 2-6 need devices and which students need internet services. A formal survey shows that 34 out of 55 elementary students don't have internet services. 2 students had devices.

Avinger has a \$1.4 million budget. An estimated 85% of our budget is distributed in payroll. Most of the remaining money is used for student transportation, facilities management (our newest building is around 30 years old), supplies, etc. Money to budget to use on technology varies. We mostly rely on fundraising and grants to buy technology. As shown in our technology plan, we had one parent donate \$10,000 to use on buying new computers for our computer lab. The federal G5 grants is our most reliable annual grant we use in combination with local funds to purchase technology needs.

Our textbook allocation from TEA for the 2014-2015 school year is \$11,836. Our total cost for both hard copy and digital curriculums from Houghton Mifflin Harcourt for science grades K-12 and math grades K-8 is \$23,247.18. So the minimum we will pay for textbooks during the 2104-2015 school year is \$11,411. If we add our other curriculum costs that number rises significantly.

One comprehensive needs assessment used is purchased through Region 8. It compiles data from different sources (like an AIES report) and other standardized tests data with surveys they have created and publish these in this one software.

Based upon this comprehensive needs assessment, our board adopted goals, and the revisions being made to our technology plan due to continuous feedback, priority is being given for Science grades 2-6 and math grades 3-6. It was determined that using technology in Science would increase knowledge because it could make concepts concrete, motivate learners, and allow the science teacher to facilitate learning instead of lecturing. It was determined that using technology in mathematics could individual instruction geared to the needs of each student regardless of their learning level. The district will be purchasing the digital curriculums in Science grades K-12 and mathematics grades K-8.

An added benefit to this project is other subject areas will use the devices in their classrooms. We continue training them to use technology to educate students and encouraging them to look for programs to use.

As soon as the 2014-15 school year begins, we will evaluate students. If needed, we will use a point system to determine which will need the internet services the most. Another parent/student survey will be conducted in order to determine which students have access to technology they may bring to school and which do not and which need internet access. A list will be compiled of those who do not have access. If there is not enough hotspots to coordinate sharing, students will be assigned points based upon whether they receive paid, free, or reduced lunches. Students may acquire additional points according to whether they are classified 504 (learning disabilities, ADHD etc), serviced by special education (full or part time), or regular students. We will combine our information to form a prioritized list of students who need internet services the most. Priority will be given the students in science in math first.

Until the school year begins, we know 130 of 146 students are economically disadvantaged. The 2011-2012 AEIS shows that we had 77% economically disadvantaged students. That number has risen to about 89% this yea

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To improve student mathematics knowledge in grades 2-6 by not only teaching grade level TEKS by using digital curriculums but by also providing digital diagnostic programs/apps such as Think Through Math that are designed to engage and increase all students knowledge. This will extend to all learners instead of just SSI students.	First the grant would provide us with the remaining devices needed for each student to have a dedicated device. Second, the grant would provide us with the internet services so students could access the programs the district is providing. In one of these programs, students are given pre-tests, lessons, and a post tests. The program assigns a live tutor to each student. All students' progress is documented with program. Program is engaging.
2.	To improve all students science knowledge in grades 3-6 by providing them with digital curriculum in which lessons are delivered in digital formats such as videos and interactive digital activities.	The TGLP would provide us with the remaining devices needed for each student to have a dedicated device. Second, the grant would provide us with the internet services so students could access the digital curriculum the district is providing. The curriculum is filled with interactive activities as well as fantastic videos that motivate students to want to work at both home and school. Digital science books will be on devices too.
3.	To extend learning beyond the school day by lending the devices and providing internet services to those who need it.	Internet access provided will be used by students to access programs, apps, curriculums, etc at home. This increases their time spent learning therefore they will increase their learning. We asking for 80 hotspots but we can share hotspots if needed.
4.	To extend digital learning/curriculums in all classrooms	Even though for purposes for this grant we are using math and science, other teachers will be using devices to build/enhance their classes. The internet has and endless amount of programs, apps, game, other activities to utilize. The school district plans to implement other digital curriculums, programs, apps, etc as we find them.
5.	To assure protection of devices.	The TGLP will provide insurance and protective cases so we can keep the devices in working order.

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Schedule #14—Management Plan

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Superintendent assures that program will be done as specified. And make sure other monies are dedicated to support this grant. She has supervised other grants to assure they were done properly.
2.	Tech. Coord.	Technology Coordinator has 13 years experience in teaching, technology experience, and experience training others to use devices. He has planned the infrastructure that exists as well as making sure devices are kept in working order.
3.	Grades 3,4,5,6 math teacher	Teacher has taught math over 20 years. She has been trained for use of technology. She is currently using technology available
4.	Grades 3,4,5,6 science teacher	Teacher worked in a previous district that used technology and provided her with training. Teacher is a certified science teacher
5.	Grade 2 teacher	Teacher is a new certified teacher with adequate professional development in technology and subject matter.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	To teach students Digital Citizenship	1. Student receives Digital Citizenship Certificate	09/01/2014	11/08/2014
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Purchase devices and deploy	1. Purchase devices with insurance/cases/MDM	10/01/2014	11/01/2014
		2. Prepare devices	10/01/2014	11/08/2014
		3. Deploy devices	10/01/2014	11/08/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Effectiveness of increasing math knowledge using at a minimum accelerated instruction for all.	1. Pre & post tests	11/08/2014	08/31/2016
		2. Semester evaluations	11/08/2014	08/31/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Effectiveness of increasing science knowledge	1. Pre & post tests	11/08/2014	08/31/2016
		2. Unit test evaluations	11/08/2014	08/31/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Provide Internet Services	1. TLA signed	09/01/2014	11/08/2014
		2. Provide services	11/08/2014	08/31/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will monitor the process and procedures both formally and informally. We will be successful at this due to our size. The tech coordinator and the superintendent already coordinate efforts on a weekly basis. Thus, the superintendent, who provides the monetary resources, and he will be able to provide the necessary technology or monetary resources to correct problems as they arise. Furthermore, the superintendent and the tech coordinator will communicate to others (e.g., principal, district site based team, board members) what problems are arising and what changes will be made to remedy them.

A support system is already in place where classroom teachers report problems/needs to the technology coordinator. He then communicates these issues to the superintendent. Students will report problems to the teacher, and these issues will also be communicated to the tech coordinator and superintendent.

Formal documentation of major issues will be tracked on our Report of Problems Form. Teachers will be given formal evaluation sheets to complete twice a year for both of the grant years, once at the end of each fall and spring semester. These questionnaires will include questions on motivation, technical issue, curriculum, problems, and suggestions for change. These will be evaluated to see what changes need to be made. At the end of the year, teachers will be given the opportunity to evaluate the effectiveness of the overall lending program with a similarly styled survey.

Goals and objectives are changed based on feedback and input given by all stakeholders.

Changes are communicated in the ways: 1) memorandums, 2) person to person meetings, 3) email 4) website 5) one call system, and 6) community newsletters.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Typically, Avinger ISD receives a Federal G5 grant every year. 2014-2015 grant money estimated at \$15,000 will be spent in coordination with this grant to purchase professional development or programs. We will dedicate money from our 199 budget to use for programs, digital curriculums, and/or professional development in our 2014-2015 budget. Amount is undetermined until staffing for the 2014- 2015 school year is completed.

Since we are a small school, all participants are committed to project. They love technology and are sharing devices now. They use them as often as they can. They have received training and are encouraged to find programs/apps now. When they find what they want, the district does what is necessary to get it for them. They picked out the digital curriculums that the school district is purchasing for use for the 2014-2015 school year. They are begging us to order now so they have all summer to familiarize themselves with them. Everyone is committed so I for see no commitment problems. If one arises administration will make sure everyone stays committed first by encouragement then if necessary by administrative directives.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Math pretests and posttests	1.	Will track progress
		2.	Will show mastery of skills
		3.	
2.	Science unit tests	1.	Will show mastery of skills
		2.	
		3.	
3.	Surveys	1.	Will provide feedback on program needs
		2.	Will be used for continuous change
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In math, we be will using digital curriculum/programs such as Think Through Math that have diagnostic information readily available. The information includes a pre-test and a pos- test for every new concept taught as well as skill level information. We will print reports at the end of every six weeks. Reports will be kept by the teacher. Reports will be viewed by the superintendent at the end of each six weeks.

In science, we do not yet have a diagnostic program identified yet. The teacher will track mastery results on each child by using unit tests. Teacher is looking into a way to develop pre-test.

All teachers will keep a calendar or form with dates mobile hotspot was used and which students used it. These numbers will be tallied and reported to the superintendent at the end of each semester. Attendance data is tracked already by our gradebook and PEIMS software.

To identify problems, all teachers, the tech coordinator, and the superintendent will communicate with each other. We will meet at least once a six weeks to discuss any long term project changes. We have all worked together this year to solve problems. We have a close relationship in which we all talk to each other at least weekly. The tech coordinator, having been a teacher, has a relationship with the teachers in which they solve the problems together. The superintendent is kept informed by all members. The superintendent makes sure funds are dedicated to solving problems.

A log of major problems and corrections will be kept by the tech coordinator.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have a lending program in grades 7-12. Students check-out devices to use for the year. In elementary, we have some devices to share however students may not borrow them as we don't have enough. With funds from the TGLP, we could purchase the remaining 40 devices needed for a one to one ratio for lending devices in grades 2-12. Funds would be used to purchase internet services that can be shared school wide with a check-in check-out program. If needed, priority of internet service will be given to ranked students in grades 2-6 for science and math. 2nd priority will be give to will be given to all other grades in science then math as those are district goals to improve and those are ones in which digital curriculums will be used. Funds will be used to purchase devices, cases, insurance, to pay for a device management program (Casper Suite) and internet services.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 034902

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We purchased 80 iPads with the first TGLP we received. These iPads were used for grades 7-12 to improve science scores. We ran/run a successful program.

We have used G-5 grant combined with some local money to purchase 40 more iPads.

We currently use 199 and G-5 monies to pay for: insurance, a device management program (Casper Suite), professional development on these devices, apps for teachers and digital curriculums for some programs.

For the 2014-2015 school year, we are using 199 money to buy digital curriculums for math grades K-8 and science grades K-12.

The following are some of our future goals (not necessarily by the time this grant period ends) in which we are working towards by coordinating our resources with the TGLP to provide technology and digital learning/curriculums.

Digital curriculums in all core subjects,

Internet services for all students needed in order to extend learning beyond the school hours and walls.

Students taking charge of their learning by learning how to use technology and resources to learn what they want to learn,

Flipped classrooms,

Increase participation in on-line courses for high school students, and

Offering accelerated instruction to all students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Avinger ISD's mission is *to educate our students such that they can successfully function in the global world of the future.*

Two of our approved school board goals are to:

- 1) Increase student's math proficiency
- 2) Increase student's science proficiency.

Our school board also supports our technology implementation thus we are preparing students to successfully function in a global world.

We are using the money from the TLGP to purchase devices and internet services to be used to improve grades 2-6 in science and grades 3-6 in math.

In addition, all teachers and students will benefit from TGLP as students will each have their own devices in a 1:1 ratio and internet services will be able to be checked out and issued to students.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are one campus so we don't have to prioritize campus needs.

We will have a 1:1 ratio of student to devices so we don't need to coordinate efforts here.

We have surveyed students to see who does not have internet services. If needed, we will give priority to students that are rated higher using the rating system stated earlier. We will also give priority to science grades 2-6 and math grades 3-6. Next any science or math will be given priority over other subjects.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the statewide adoption of science (i.e., K-12) and math (i.e., K-8) textbooks, Avinger ISD will be purchasing digital curriculums for math grades K-8 and science grades K-12. The TEKS are covered in these books.

We will be using programs that provide accelerated instruction in math for all students instead of just our SSI students.

We are looking for accelerated instruction programs for reading.

Our student handbook addresses misuse of the internet and technology devices such as but not limited to cyberbullying, accessing inappropriate websites, social networking, copyright laws, etc.. We have discipline procedures that explain the consequences which include but are not limited to ISS, suspension, expulsion, DAEP, criminal charges, etc.

Teachers are already sharing iPads so they are trained on usage with encouragement to learn more.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the statewide adoption of science (i.e., K-12) and math (i.e., K-8) textbooks, Avinger ISD will be implementing a traditional and digital curriculum in both of these core areas starting next year. Students will be able to use regular, digital and online textbooks in math and science as we are purchasing Houghton Mifflin Harcourt digital curriculums. Each textbook has digital components which provide diagnostic activities, interactive lessons, and engaging videos and activities.

We also use Think Through Math (a TEA funded math program) in grades 3-8.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our teachers began professional development in 2012. They have received training in how to set-up devices, use devices, and incorporate into classes using apps and the internet. Teachers have individualized their learning by attending applicable trainings/workshops. The tech coordinator assists/will assist teachers in using the digital curriculums.

I have spoken with the teachers. They are already exploring their new curriculums (courtesy of Houghton Mifflin Harcourt and will continue to familiarize themselves with it during the summer. They are making plans for the 2014-2015 lessons.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alisd currently has a LAN composed of a 10/100/1000 Mbps wired network, with a newly installed managed 300Mbps wireless infrastructure that covers the entire campus. This new infrastructure was created with the goal of supporting existing computers in classrooms and labs as well as new one-on-one handheld devices. We are a member of NTREN and are connected to Trillion's wide area network. We have on campus, off campus, hardware, and software technical support from Region 8.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We plan to purchase personal hotspots (Verizon MI_FI) to be checked out by students without internet services. The technology coordinator will check-in/out personal hotspots to teachers when needed. They will in turn check-in/out hotspots to students using a calendar or form that states which student has which hotspot and what date(s) its used.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology coordinator previously worked in higher education as an associate professor at Texas A&M University Texarkana. While there, he also worked overseas on special projects for the U.S. Department of State delivering technology education. He has developed and delivered 1) online courses, 2) video lessons, 3) designed and built voice, video and data networks, and 4) deployed Moodle and FOG servers at AISD to augment his science courses and other technology needs, respectively. At AISD, he previously taught high school science classes and works as the technology coordinator. He has also developed four innovative courses approved by TEA for teaching Geographic Information Systems in an agriculture context. The courses were set up to teach across agriculture, math, science, and writing curricula.

The 2013-2014 was the first year he has been only a technology coordinator. He teaches no classes and will be available for help.

He will provide training to those who need it at home as well as continue to support staff and students at school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before students are allowed to check-out an iPad, they and a guardian must sign the TLA.

Students will be required to check-in/check-out an iPad. We are requiring signatures with a guardian of each student and the student in which we will make sure all parties understand the dangers of internet usage, the boundaries we have established, the care of the equipment, the process to report problems and make inquiries, and the responsibility of each party in regards to property damage or loss before a student is allowed to check out a device/hotspot.

Once the CIPA agreement and the Lending Program Agreement are signed and the student has showed mastery of Digital Citizenship, students will be assigned an iPad with a certain serial number. They are responsible for this iPad until it is checked-in. At this time the condition of the iPad will be checked as well as the serial number to ensure no damage or loss has occurred. Our technology coordinator will check in with students as needed. The teachers will check periodically to make sure the serial match the records. The tech coordinator will monitor the devices, making sure that problems are documented if needed and repaired in a timely fashion. He will check-in/out personal hotspots to teachers in when needed. They will in turn check-in/out hotspots to students using a form/calendar that states which student has which hotspot. If needed, the hotspots will be prioritized first by science grades 2-6 and math grades 3-6, then by students according to the point system.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034902

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to policy, all lent devices must have insurance. All lent devices must be inventoried annually. Once the CIPA agreement and the Technology Lending Agreement are signed and Digital Citizenship has been mastered, students will be assigned an ipad/hotspot with a certain serial number. They are responsible for this ipad/hotspot until it is checked-in. At this time the condition of the iPad/hotspot will be checked as well as the serial number to ensure no damage or loss has occurred.

The technology coordinator is responsible for this process.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Technology Lending Agreement (TLA) has been developed and used for lending devices we have. The TLA will be explained to students and parents. Each will have to agree to the TLA by providing signatures. The TLA incorporates, but are not limited to, the following points of care of equipment: proper transportation, carrying case must stay on iPad/hotspot at all times and case is to be kept clean, free of marks. iPad/hotspot is to be kept with them at all times. iPad/hotspot must be left in secure place when not in use, not loaned, protected from weather, liquid, food and pets. If iPad/hotspot is damaged, lost, or stolen, it must immediately be reported to the tech coordinator within 48 hours. The following points, but not limited to, will be made in the TLA: iPads shall not be modified by adding or deleting any software/apps by anyone other than staff members and iPads/hotspots may only be used for educational purposes so music, videos, and games that are not educational and not on staff approved list may not be played. The TLA will include/meet the CIPA laws and follow policies and procedures. Parents will be responsible for monitoring use at home. District will reserve the right to examine equipment at any time, revoke use for violations, and take disciplinary action against violators.

We will add the following information to our TLA about internet usage:

- 1) Student must show mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills by being issued a certificate from the appropriate teacher before a student may check out an personal hotspot.
- 2) We will be filtering the internet content by working with Verizon.

The Responsible Use Policy that is signed the first day of school applies to home as well as school.

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